

# Plattsburg Public School Annual Report



2017



7308

## Introduction

The Annual Report for **2017** is provided to the community of **Plattsburg Public School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Ellen Bax

Principal

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# School background

## School vision statement

At Plattsburg Public School, we believe that by working in partnership within and beyond the school in a strategic, enthusiastic and purposeful way, we will inspire the development of:

1. confident, creative and innovative individuals;
2. critical thinkers and problem solvers;
3. engaged learners, leaders; and
4. responsible and productive citizens.

Our legacy will be building the capacity of our community to lead successful lives in the 21st century.

## School context

Plattsburg Public School is a school of over 250 students with 22% identifying as Aboriginal. Our school is located in the suburb of Wallsend and has a proud history of having provided more than 150 years of public education to the community. We have a strong P&C supportive of community events and a school community that is characterised by hard work, a fair go for all and honest friendship. School enrolment is affected by high rates of mobility. Enrolment data over the past three years indicates that, on average, only 52% of students in year 6 commenced their education at Plattsburg PS in Kindergarten. In 2017 the school experienced a 30% mobility rate.

The school has a strong focus on providing diverse learning opportunities for students to achieve. This includes significant access to technology, CAPA and personalised learning that supports differentiated learning.

Aboriginal education is a key focus. Aboriginality, identity and the diversity of Aboriginal cultures are valued, respected and promoted to ensure Aboriginal students are attending, engaged and achieving. Non-Aboriginal students both share and participate in learning about Aboriginal culture, histories and experiences.

School systems support extensive differentiated learning through Individual Learning Plans, Mini-Lit and Multi-Lit. School developed programs focus on fast recall of basic operations and an explicit approach to support students to achieve in Writing. There is a whole of school focus on Numeracy with strong data tracking of student performance.

Committed to the Callaghan Education Pathways(CEP) Plattsburg PS works in a close, highly professional and strategic partnership with both high school and primary partner schools to deliver innovative as well as outstanding academic and social curricula for students across our collective learning communities, K-12.

# Self-assessment and school achievement

## Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self–assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self–assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

In the domain of Learning our focus remained on student well–being, curriculum and learning. The continued facilitation of personalised learning for targeted students positively impacted on their sense of achievement and potential to achieve. The continued development of the school values has students able to identify our core values and describe what each one looks like in practice. This has been a project based learning opportunity that has recognised and supported student creativity and notions of well being. The impact of the school developed Writing 100 strategy across the three year planning cycle. Parents and Carers again identified this as a highly valuable tool for them to track and understand their child's performance in Writing across the school year. Student's also identified it as a positive strategy. Across the three planning cycle the quantity of student Writing has increased with an emerging improvement in quality. In the next three planning cycle improving quality is a target.

In the domain of Teaching, our focus has been on collaborative practices and Data Skills and Use. The Early Action for Success Deputy Principal (EAfS DP) has achieved a K–6 Numeracy assessment strategy that provides longitudinal individual and cohort data sets. This has facilitated for executive staff an improved capacity to analyse and map the effectiveness of strategies. The EAfS DP scheduled regular stage meetings to discuss and share assessment tools, individual student achievements and reflect on successful classroom practices and experiences. Rigorous analysis of data underpinned consistent teacher judgement across K–2 and informed both individual and cohort directions for future teaching with an explicit focus on the achievement of expected benchmarks.

In the domain of Leadership, the focus was School Planning, Implementation and Reporting. Consistent and collaborative implementation of well–informed cultural teaching and learning programs, opportunities and experiences for both staff and students was achieved. The executive team, working collaboratively with the principal, regularly tracked the school's milestones, engaged in a process of deep analysis that was articulated into detailed summaries of findings, conclusions and future direction.

Our self–assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching–and–learning/school–excellence–and–accountability/sef–evidence–guide>

## Strategic Direction 1

### Quality Teaching & Leadership

#### Purpose

The school will deliver quality teaching and learning programs to equip students with the necessary literacy skills to be successful 21st century learners.

#### Overall summary of progress

The *Writing 100 Journal* has achieved what it intended to achieve – increasing the quantity of writing for all students and developing in students the capacity to write a cohesive text. Longitudinal analysis of student writing shows steady improvement in the grammatical, planning and editing aspects of writing. Areas identified for improvement include teaching practices (differentiation) that support students to use all texts types and to also engage for extended periods of time with one piece of writing, particularly for those students working above expectations.

A whole school approach to the teaching of Comprehension was developed, trialled, evaluated, revised and re-evaluated throughout 2017. Test materials were found to be too time consuming and instructional items had to be further differentiated. However, the Comprehension strategy was aligned to student comprehension achievement. An analysis of PM Levels indicates an appropriate gap which suggests that reading measures are more reliable and student progress is authentic.

In 2017 the school ensured an uninterrupted delivery of Mastery Learning and focussed interventions to students with Personalised Learning and Support Plans through the strategic deployment of School Learning and Support Officers. Data for these students indicates achievement of personal goals.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
80% of students K–2 will achieve EAFS Literacy benchmarks.	LAST 1.1 FTE RAM IF SLSO \$22,000	On average 70% of matched students K–2 achieved this target.
95% of students in Years 1–6 will achieve 80% or greater on a grade appropriate Fry's Sight Word list.	RAM LLD \$52,050	On average 91% of matched students 1–6 achieved this target.
80% of students from an Aboriginal back ground will achieve EAFS Literacy benchmarks.	EAFS Deputy Principal 0.8 FTE Literacy Grant \$5,000.	On average 45% of matched students K–2 achieved this target.
75% of EAL/D students 1–6 will identify their year appropriate Fry's 100 Sight Words with 95% accuracy by end of year.	RAM EAL/D \$12,637 Refugee Funding \$303	Grades 1, 2 & 5 100% of students achieved the goal. Grade 6, 67% achieved.
80% of Aboriginal students 1–6 will identify their year appropriate Fry's 100 Sight Words with 95% accuracy by end of year.	RAM Aboriginal \$10,443 RAM Flexible \$41,773	On average 88% of matched students 1–6 achieved this target.
TTFM survey data in the domain of <i>Intellectual Engagement</i> indicates high levels of Effort and Quality Instruction.		TTFM data shows mean scores below that of replica schools. Year 5 & 6 boys showed an increase across all items. For all students the mean lifted in the aspect of <i>Effort</i> in the second snapshot.

## Next Steps

- Maintain the practice of continuous evaluation.
- Provide staff with regular mentoring opportunities in the teaching of Writing and its incumbent aspects where they observe a quality practitioner and then engage in authentic reflection practices.
- Continue to provide feedback to parents in the form of the Writing Analysis Tool.



## Strategic Direction 2

### School Capability Development

#### Purpose

Lead and support teachers to acquire new knowledge, skills and behaviours in the delivery of quality teaching and learning programs that develop sound Mathematical skills to carry students throughout their education.

#### Overall summary of progress

In 2017 Plattsburg PS was allocated a 0.8 Deputy Principal (DP) under the Early Action for Success (EaFS) strategy to drive both Numeracy and Literacy achievement. The school used Equity funding to supplement the 0.8 Deputy position with 0.2 teacher. The EaFS DP used this 0.2 allocation to support intensive interventions for targeted small groups. The EaFS DP directed teaching, assessment, data capture and subsequent reflection practices with teachers that facilitated professional learning explicitly around data analysis and the effective and responsive planning of individual and cohort learning.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<b>Year 5 NAPLAN:</b> Students will achieve growth equal to or greater than State averages (from the same cohort (3–6 & 5–7).	RAM Flexible 0.4 Teacher \$40,630	Of matched students 68.2% achieved greater than or equal to expected growth.
<b>Year 3 Numeracy, NAPLAN:</b> 30% of students consistently enrolled K–2 achieve proficiency.	RAM IF SLSO \$22,000	Of matched students consistently enrolled K–2, 9.1% achieved proficiency.
80% of students K–2 will achieve EaFS Numeracy benchmarks.	RAM Flexible 0.2 Teacher EaFS Supplementation \$20,315 RAM Flexible 0.4 LAST supplementation \$40,630	K – EAS 100% 1 – Numeral ID 81% 2 – Numeral ID 85%; EAS 89%
80% of students from an Aboriginal background will achieve EaFS Numeracy benchmarks.	RAM IF SLSO \$41,773	K – 40% 1 – 66% 2 – 25%

#### Next Steps

The EaFS AP position will continue to be supplemented with 0.2 teacher in 2018. The 2018 focus will be to:

- Build longitudinal data sets K–2 including Working Within 0.
- Maintain LAST and EaFS teaming approach.
- RAM allocation used to deploy additional staff to support teachers with the administration of the barrage of assessment and data analysis required under EaFS.

## Strategic Direction 3

Quality partnerships, relationships, responsibilities

### Purpose

Working in partnership with the school community deliver quality experiences, teaching and learning programs that develop student understandings of their responsibilities to people, cultures and society.

### Overall summary of progress

The Aboriginal Dance and Performance students again excelled in representing the school and sharing their love of Aboriginal culture. In particular our dancers performed for the Newcastle City Council Harmony Day; and our choir for the second year in a row, sang the National Anthem in Awabakal at the McDonald Jones Stadium to open a round of the AFL Indigenous games.

Through the engagement of an Aboriginal Education Officer male students were taught to play the Didgeridoo. This was a significant achievement with students crafting their own designs on their Didgeridoos and performing at the school's Presentation Day. Two Aboriginal students wrote a Dreamtime story about how the crow became the school totem. This story was adapted into a dance performance with our dancers and Didjs players coming together to create a spectacle of sound and colour.

Strong partnerships with Callaghan College Wallsend and Jesmond Campus' saw students from both these campus' work with our students in adapting our Dreamtime story.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Aboriginal Parent/Carer/Community, AECG representation in Sistaspak & BroSpeak programs.		Parent support of performers facilitated all external excursions. Parents, Grandparents and extended family rated cultural pursuits highly in end of year feedback. Students acknowledge the privilege of their involvement.
Community preferred events managed by community members in partnership with school personnel.	RAM Aboriginal: AEO \$13,102 RAM Aboriginal: Teacher Relief \$2,500	P&C coordinated the annual Athletics Carnival; Presentation Day; Christmas in the Gully; and supported individual students and their families to raise funds for nominated charities. This was highly regarded by parents in end of year feedback.
TTFM survey data indicates high levels of <i>Social Engagement</i> in the substrands of <i>Sense of Belonging, Participation and Positive Relationships</i> .	RAM Aboriginal: SLSO \$37,975 RAM Flexible: \$20,000	<b>Snapshot #1: Positive relationships</b> TTFM Norm = 80% STATE Norm = 85% • 82% of Aboriginal students matched the TTFM Norm • All Girls sit above TTFM & State Norm @ 86% (mean) • 81% of male students matched the TTFM Norm

### Next Steps

- Sustain a positive and reciprocal relationship with all Aboriginal families.
- Build and strengthen existing Aboriginal perspectives across the KLAs K–2 through the strategic timetabling of an Aboriginal SLSO to support History, Geography and Writing.
- Digitalise Aboriginal student story writing on the school web page.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	RAM Aboriginal \$68,671 RAM Flexible \$20,000	Documented PLPs are in place for all Aboriginal students that have been enrolled for 10 weeks. Newly enrolled Aboriginal students and their families participate in a conversation about the planning process. Aboriginal and non-Aboriginal students have been involved in significant cultural teaching conducted in close consultation with the local AECG. Continuous professional learning experiences that build Aboriginal perspectives into school life and daily teaching occurred throughout 2017.
<b>English language proficiency</b>	RAM EAL/D \$12,637 RAM Refugee \$303 EAL/D Teacher allocation – 0.8 Bilingual SLSO – 0.6	Differentiated learning has been provided in Numeracy and Literacy with a focus on automaticity of recall. Bi-lingual interpreters facilitated HCP and ILP development and significantly supported effective and reciprocal home/school communication.
<b>Low level adjustment for disability</b>	RAM (Learning & Support Flexible) \$52,050 LAST 1.1 Entitlement 0.6	Students who require high or moderate level of adjustment for disability, specific support and new arrivals or refugees are catered for within the suite of School Learning and Support strategies. High rates of mobility impact the demand on this funding area.
<b>Quality Teaching, Successful Students (QTSS)</b>	Entitlement 0.422	The QTSS initiative provided an additional staffing resource that facilitated mentoring and coaching practices that provided constructive feedback to individual teachers on identified lesson delivery in persuasive thinking and talking.
<b>Socio-economic background</b>	ILAP \$101,574 0.8 FTE Teacher \$81,260 CCO \$28,000 IT Replacement \$20,000 SASS Supplementation \$11,864 Learning Resources \$20,000 Student Welfare \$5,000 Contingency \$15,015	FTE Instructional Assistant Principal facilitated the development and consolidation of teacher capacity; distributed leadership roles to staff; facilitated the delivery of quality literacy/numeracy teaching; and supported all of staff to engage in targeted professional learning.  0.8 additional teaching staff was employed to support team teaching practices and flexible arrangements.  A Community Communications Officer was employed 14 hours a week to manage all home/school communications including the newsletter, Facebook and the school web page.  Technology hardware was updated across the school.
<b>Support for beginning teachers</b>	\$0	Teachers were supported through school processes of mentoring and Professional Learning.

<b>Targeted student support for refugees and new arrivals</b>	RAM \$303	These funds were included in EAL/D initiatives fundamentally providing school uniforms and book packs and supplemented an excursion.
<b>Early Action for Success</b>	EAfS DP 0.8 RAM Flexible 0.2 \$20, 315	The EAfS DP combined high quality leadership, a focus on individual students and early intervention to ensure K–2 students achieved expected outcomes in numeracy/numeracy and the provision of personalised support.



## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	102	111	119	117
Girls	127	139	127	134

2017 enrolments, at their highest, reached 256. Mobility rates reached 30% and fell in line with mobility of previous years. Aboriginal enrolment averaged 22% and EAL/D enrolment rose from an average of 8 % to 12%.

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	93.2	93.8	93.6	89.8
1	93.1	94.2	92.1	91.9
2	95.2	95.7	93	94
3	94.6	94.4	95	90.5
4	94.6	93.1	92.5	94.1
5	93.4	96.1	93	92
6	91.5	94	91.6	91.1
All Years	93.8	94.4	93	91.9
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

### Management of non-attendance

Over all student attendance at Plattsburg sits two points below that of the State. High mobility rates means the school maintains enrolment of students while they are in transit and this impacts negatively on overall attendance data.

Student attendance was monitored by the school executive throughout each term. Parents and carers of

students with attendance below 85% and without satisfactory justification were contacted by phone and in writing. Where required, meetings were conducted with the Home School Liaison Officer to discuss strategies and supports to improve individual attendance.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	8.02
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	1.1
Teacher Librarian	0.6
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	2.42
Other Positions	0

\*Full Time Equivalent

Plattsburg Public School has one permanent Aboriginal teacher; throughout 2017 two temporary Aboriginal School Learning and Support Officers worked to support both Aboriginal and non-Aboriginal students; One casual Aboriginal Education Officer was employed to support BroSpeak and two Aboriginal SLSOs were casually employed to also support BroSpeak.

### Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	8

## Professional learning and teacher accreditation

Professional learning experiences across the 2017 school year had a clear line of sight to the school's strategic plan. All staff agreed to undertake training outside school hours in lieu of the final Staff Development Days of 2017. There was a strong focus on Data with 92% of permanent staff attending a days training on Excel Powerview. This day was also attended by the principal of Islington PS the Principal Support Officer of Callaghan Port Stephens and another DoE officer.

The Excel Powerview training has proved to be worthwhile as evidenced by the documented monitoring and reporting on student performance across key accountabilities. EAfS 5 weekly K–2 Literacy/Numeracy data sets have been entered into the one spreadsheet. Ongoing analysis has been conducted across those data sets for individuals and cohorts. In 2018 data will continue to be entered allowing internal assessment data to be longitudinally tracked further enhancing the schools' capacity to engage in evidence based decision making and aligning to the SEFv2 statement of excellence (Teaching: Data Skills & Use).

All staff attended two Kagan Co-operative Learning sessions in partnership with Islington Public School. The Kagan structures are an approach to educational innovation. They allow integration of cooperative learning, multiple intelligences, character development, and emotional intelligence, as part of every lesson. Grouping structures were used to facilitate the development of student capacity to think and talk persuasively. Anecdotal teacher feedback is positive about these strategies.

- All K–2 staff were involved in explicit mentoring by the EAfS Deputy Principal. Staff were continuously guided and supported to interpret data and plan interventions for individual students.
- Three staff completed *Speaking in Colour* courses to develop their knowledge of Aboriginal crafts.
- Three staff successfully completed and submitted their maintenance of accreditation to NESAs.
- LMBR dominated 2017 and involved executive and SASS staff engaging in off-site training and then implementing new practices within the school. Ongoing Bridgets and Adobe connects were participated in throughout the year.
- EAL/D training was provided to an executive teacher and the EAL/D teacher.
- The EAfS DP along with an executive and the LAST attended regular EAfS conferences and workshops across the school year.
- Two staff attended a Writing training course only to find it did not offer the innovation expected.
- One staff member attended training on coding. This staff member is targeted to lead the staff in STEM innovation in 2018.

## Financial information (for schools fully deployed to SAP/SALM)

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 <b>Actual</b> (\$)
<b>Opening Balance</b>	272,240
<b>Revenue</b>	2,678,341
Appropriation	2,631,510
Sale of Goods and Services	7,612
Grants and Contributions	28,463
Gain and Loss	0
Other Revenue	8,490
Investment Income	2,267
<b>Expenses</b>	-2,655,241
Recurrent Expenses	-2,655,241
Employee Related	-2,378,732
Operating Expenses	-276,509
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	23,100
<b>Balance Carried Forward</b>	295,340

Plattsburg Public School continues to implement the DoEs standardised finance system (SAP) and new financial processes for all NSW Public Schools as part of the Learning Management and Business Reform.

As such, the school continues to make changes to Customer and Supplier invoicing and payment arrangements. The school's financial management processes and governance structures to meet financial policy requirements consists of a Finance Committee that includes the Principal, School Administration Manager and Executive.

In 2017 the school financed a dedicated synthetic grassed area for students; a dedicated performance and play area; the replacement of seven Interactive White Boards with Coms Boxes; several computers were upgraded for NAPLAN online; school furniture was upgraded and included round height adjustable classroom desks K–2; and three teacher organisational hutches K–2 were purchased; building and grounds maintenance included carpet for walls, repair and replacement of existing security keys and the purchase

of a ride on mower.

### Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
<b>Base Total</b>	1,769,479
Base Per Capita	37,595
Base Location	0
Other Base	1,731,884
<b>Equity Total</b>	525,449
Equity Aboriginal	68,671
Equity Socio economic	280,359
Equity Language	12,637
Equity Disability	163,782
<b>Targeted Total</b>	93,515
<b>Other Total</b>	145,326
<b>Grand Total</b>	2,533,768

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## School performance

### NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

**Year 3 NAPLAN Reading** – for students consistently enrolled K–2, data indicates that 31.8% achieved proficiency. This exceeds both 2015/2016 proficiency levels for matched students.

**Year 3 NAPLAN Spelling** – for students consistently enrolled K–2, data indicates that 18% achieved proficiency.

**Year 3 NAPLAN Writing** – for students consistently enrolled K–2, data indicates that 9% achieved proficiency.

*(N.B Within the 2017 NAPLAN data set for Year 3, 71% of students have been consistently enrolled since Kindergarten.)*

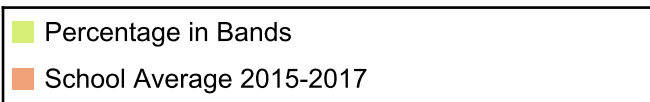
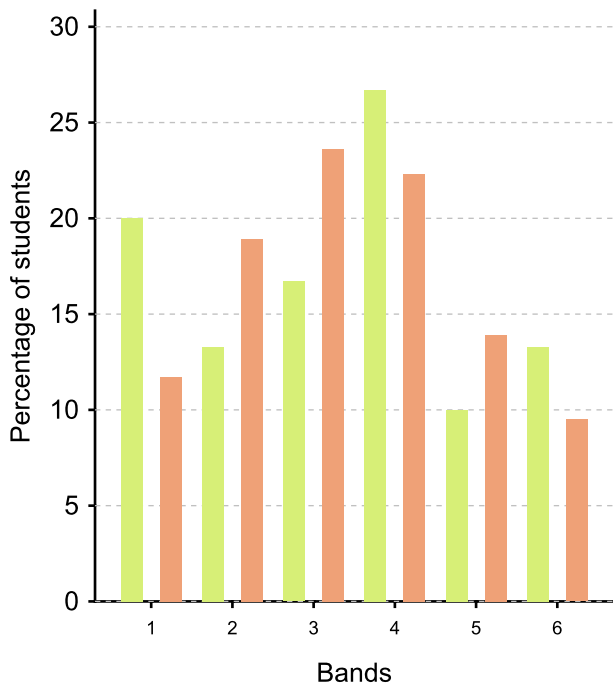
**Year 5 NAPLAN Reading** – for students consistently enrolled data indicates that average State growth in **READING** is 78.2 score points. PPS matched students averaged 86.4 score points. This is 8.2 score points above State Average

**Year 5 NAPLAN Spelling** – for students consistently enrolled data indicates that average State growth in **SPELLING** is 78.2 score points. PPS matched students averaged 86.4 score points. This is 8.2 score points above State Average. This matched **READING** achievement.

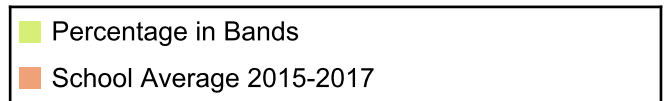
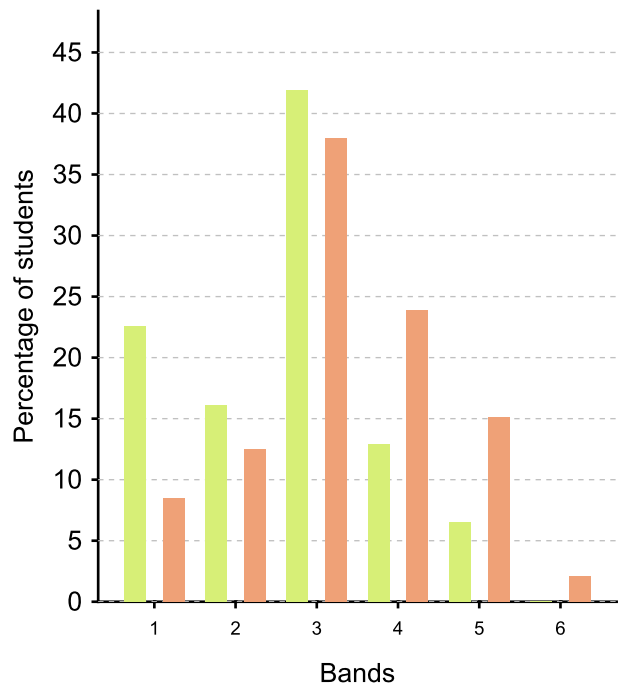
**Year 5 NAPLAN Writing** – for students consistently enrolled data indicates that average State growth in **WRITING** is 55.1 score points. PPS matched students averaged 62.7 score points. This is 7.6 score points above State.

*(N.B Within the 2017 NAPLAN data set for Year 5, 69% of students have been consistently enrolled since Year 3.)*

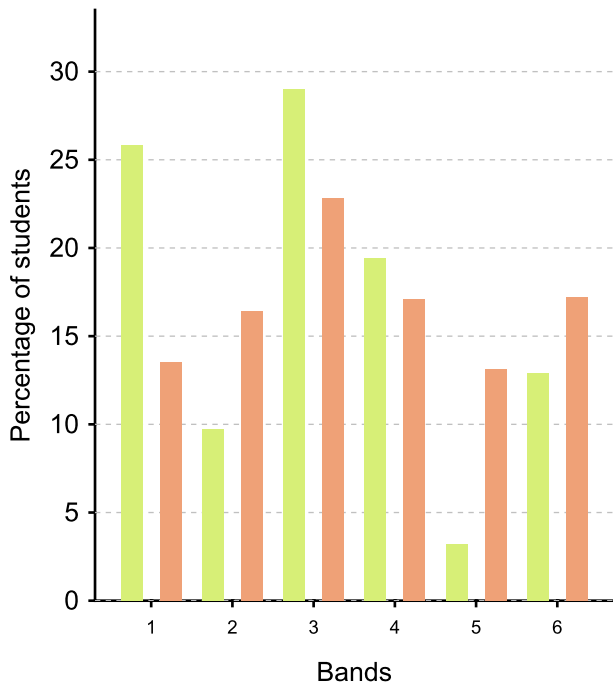
**Percentage in bands:**  
Year 3 Reading



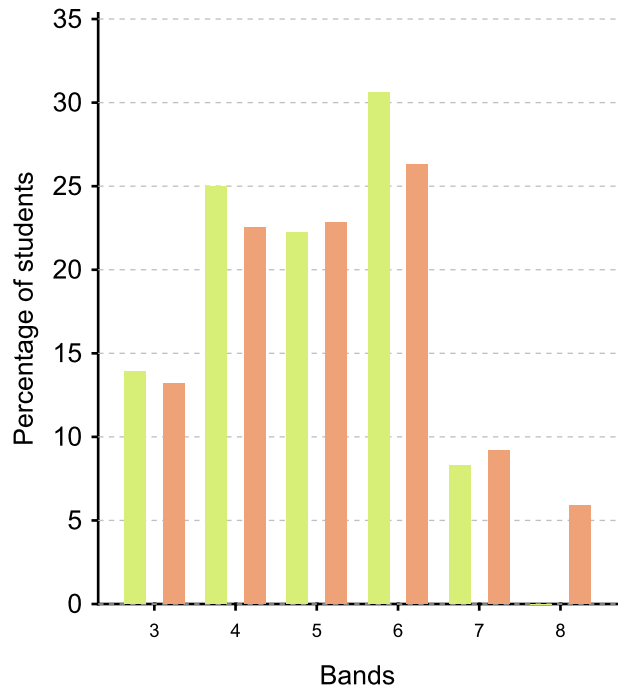
**Percentage in bands:**  
Year 3 Writing



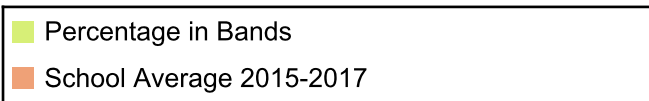
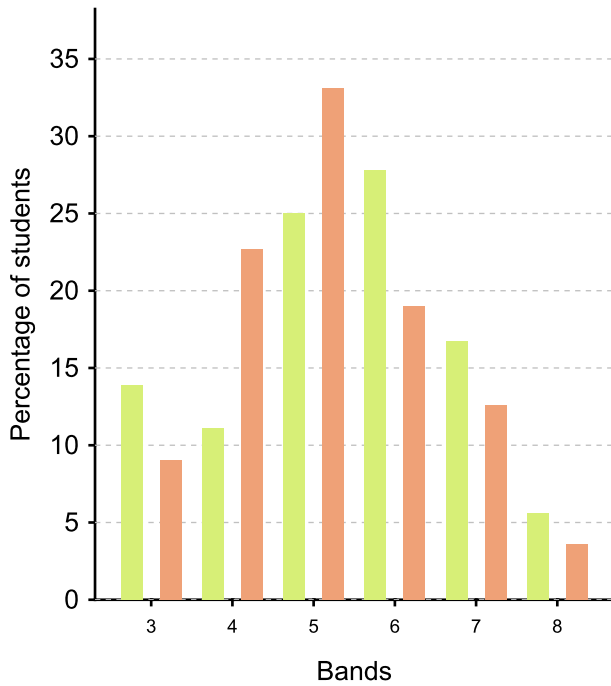
**Percentage in bands:**  
Year 3 Spelling



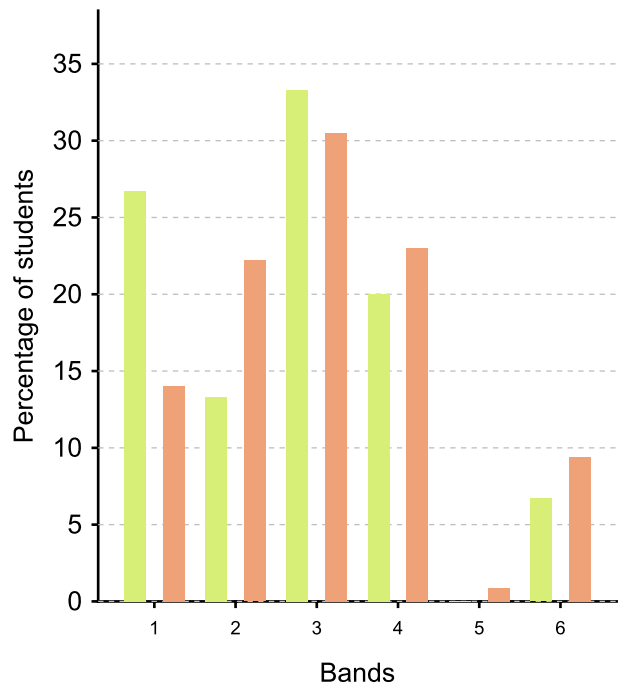
**Percentage in bands:**  
Year 5 Reading



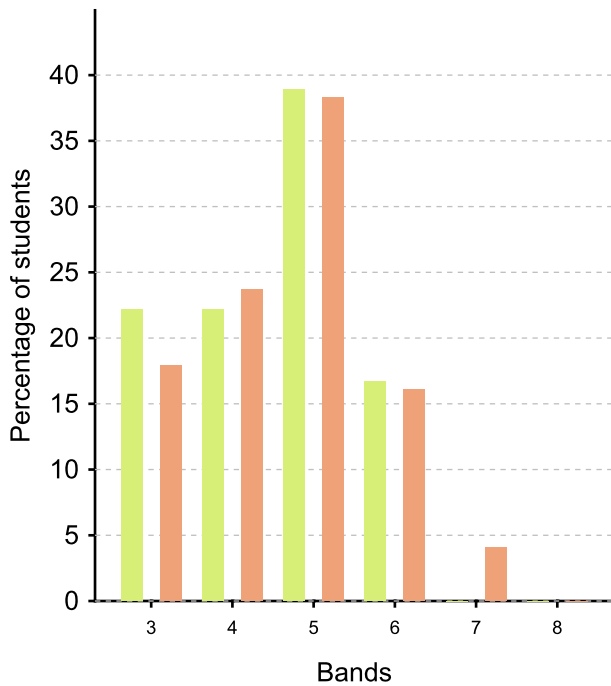
**Percentage in bands:**  
Year 5 Spelling



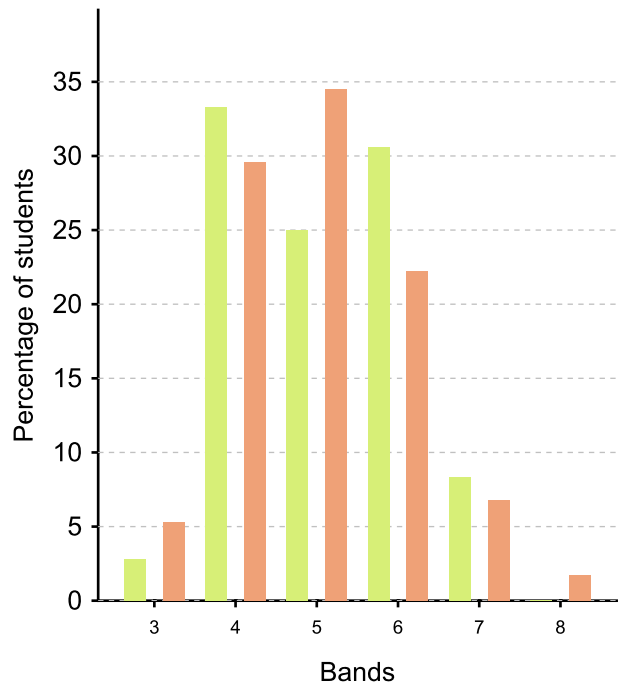
**Percentage in bands:**  
Year 3 Numeracy



**Percentage in bands:**  
Year 5 Writing



**Percentage in bands:**  
Year 5 Numeracy



**Year 3 NAPLAN Numeracy** – for students consistently enrolled K–2, data indicates 9.1% achieved proficiency.

**Year 5 NAPLAN Numeracy** – for students consistently enrolled data indicates that average State growth in **NUMERACY** is 96.8 score points. PPS matched students averaged 97.5 score points. This is 0.7 score points above State.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

At Plattsburg Public School we are committed to implementing the NSW Premier's Priorities for

Aboriginal Education. The State Priorities include a 30 per cent increase in the proportion of Aboriginal students in the top two NAPLAN bands for reading and numeracy by 2019. Our Aboriginal students are strongly supported by Personalised Learning Plans that articulate Literacy and Numeracy goals where individual performance data is regularly collated and analysed to enhance continuous improvement. In 2018 student performance and growth included:

**Year 3 NAPLAN Reading** – for Aboriginal students consistently enrolled K–2, data indicates that 50% of students fell within Bands 3 and 4.

**Year 3 NAPLAN Numeracy** – for Aboriginal students consistently enrolled K–2, data indicates that 50% of students fell within Bands 1 and 2.

**Year 5 NAPLAN Reading** – State growth for Aboriginal students is 80.8 score points. PPS average Aboriginal student growth for students consistently enrolled is 90.8 score points. This is 10 score points above State Average.

**Year 5 NAPLAN Writing** – for Aboriginal students consistently enrolled data indicates that 66.6% met or exceeded expected growth.

**Year 5 NAPLAN Numeracy** – State growth for Aboriginal students is 96.8 score points. PPS average Aboriginal student growth for students consistently enrolled is 100.8 score points. This is 4 score points above State Average. Within this cohort there was no representation in the bottom band and 8.3% achieved proficiency.



## Parent/caregiver, student, teacher satisfaction

### STUDENT SATISFACTION

#### Background

The 2015–2017 Strategic Plan had, as a key process, the implementation of the *Plattsburg PS Writing 100*. This is a school developed Writing strategy. Writing stimulus of pictures and video clips were rearticulated into grade booklets year 1–6. In 2017 students representative of each grade participated in a Focus Group Discussion (FGD) to evaluate the *Plattsburg PS Writing 100* strategy.

#### What we did – strategies

Focus Group Discussion techniques were used to support a candid evaluation of student satisfaction with the *Plattsburg PS Writing 100* strategy. We

- considered what we liked about the *Plattsburg PS Writing 100* strategy
- considered what we disliked about the *Plattsburg PS Writing 100* strategy
- articulated ideas to improve the *Plattsburg PS Writing 100* strategy

#### Findings

- 86% of FGD participants liked the Writing Journal
- Participants that did not like the strategy indicated that it did not give them an opportunity to use their own imagination because they had to use the picture stimulus
- FGD participants that indicated they did like the journal qualified this by saying: they could be creative, it made them think on their feet, you can create your own world in your head and everyone's story is different when you share.
- 86% of participants identified that they now write more than before they used the journal strategy
- 100% of participants indicated that they write more than five sentences

Students indicated that the *Plattsburg PS Writing 100* strategy could be improved by the following:

- provision of more time for editing
- increase the time allocation for the Writing Analysis sample
- increase the space for writing
- create the booklet so that you don't have to flip a page to refer back to the stimulus
- organise a school Writing competition.

#### Conclusion

Student feedback indicated a strong enjoyment for Writing and a positive feeling for the *Plattsburg PS Writing 100* strategy. The suggestion that more time be allocated to editing processes and to the piece of Writing that is analysed and sent home to parents further indicated student satisfaction with the strategy



and a desire to be given an opportunity to further improve on their efforts. Asking for the school to run a Writing Competition suggests a level of pride in Writing achievement and confidence to showcase their creativity.

### Future Directions

- Create a 2018 Writing Competition
- Publish student writing on the school Webpage
- Increase time allocation for editing

## PARENT/CAREGIVER SATISFACTION

### Background

In 2017, the school sought the opinions of parent across the school year.

### Background

Each year parents and caregivers are surveyed or participate in Focus Group Discussions with the following three questions used to guide discussions:

1. What 3 things would you like to see stay in the school?
2. What 3 things would you like to see change over the next 3 years?
3. What 3 things would you like to see change immediately?

### What we did – strategies

In addition to the above three question survey we sought parent/carer feedback by using Message Media, an SMS texting tool. Message Media is used to gather opinions immediately following a school event or the introduction of something new, be that academic, social or related to student safety and well being.

### Findings

- Aboriginal parent response to a phone survey indicated high levels of approval for one on one personalised learning support; satisfaction was also expressed for cultural activities – Dance, Didgeridoo and the inclusiveness of these activities.
- Appreciation was communicated for the encouragement of students to engage in raising funds for charity
- PSSA, Athletics Carnival in Federal Park, excursions, incursions, Aboriginal culture, inclusiveness were again rated highly by parents/carers and identified as central to the school's culture.
- SMS responses continue to rate the Writing Analysis tool highly
- The small size of the school was identified as a positive where families felt known and welcome
- Communication was identified as an area for improvement
- Teaching staff were viewed as being welcoming and contributing to a positive school culture
- The dedicated Learning and Support Coordinator

role was identified as contributing to family well being and care for students

## Conclusion

Feedback suggests that staff are valued and respected by our community as is the school's acknowledgement and celebration of diversity. There is an alignment between parent/care satisfaction with the writing Analysis tool and student desire to be allotted increased time to prepare the piece of Writing for that Analysis and strongly suggests this is valued in the home. The feedback that communication could be improved is a concern. The school uses SMS, Skoolbag Ap, Webpage, P&C Facebook Page, e-mails and phone calls. All communications are monitored by a Communications Officer on a daily basis. An audit of parent/carer contact details is on going and will be reviewed in 2018.

### Future Directions

- Communication Blitz Term 1 2018 where all communication strategies are detailed for parents in advertisements
- Continue to deploy School Learning and Support Officers to support personalised learning goals for students
- Maintain an effective Learning and Support Coordinator
- Support staff to organise learning experiences beyond the classroom

## TEACHER SATISFACTION

In 2017 staff participated in a series of evaluations of the key facets driving each of the schools' strategic directions. These evaluations took the format of survey questions and focus group discussion.

### Findings

- The support of an additional teacher to support group work as opposed to a SLSO support was rated as highly valuable
- The organisation structure of LAST support (small group, scheduled) was rated as highly valuable
- Kindergarten groups that were supported by an additional teacher was rated as highly valuable
- The whole school approach to comprehension was identified as problematic, in particular, assessments were arduous and time consuming
- Cultural support in Writing was rated as highly valuable
- Assessment requirements were identified as being arduous and impacting on teaching time (assessing not teaching)
- The replacement and building up of Literacy/Numeracy resources was identified as having a positive impact on teaching
- The use of I-pads in the classroom was rated as

highly valuable

## Conclusion

While the DoE has mandatory assessment requirements the school must find efficient ways to support staff to meet those requirements. This can, in part, be achieved, through the provision of administrative support to staff in terms of data entry, scanning and copying. The single most highly rated innovation of 2017 was the deployment of RAM funds to employ additional teaching staff team teach across grades. The equal and shared responsibility for teaching and assessing was efficient and contributed to enhanced evaluations of student performance. Unfortunately reduction in enrolments and RAM cannot support this innovation in 2018.

## Future Directions

- Provision of administrative support to all teaching staff for the sole purpose of assessment
- Review the *Comprehension 100 strategy* with the articulation of a Scope and Sequence, alignment to PM Booklets and a reduction in assessment requirements.



## Policy requirements

### Aboriginal education

At Plattsburg Public School Aboriginality, identity and the diversity of Aboriginal cultures are valued, respected and promoted to ensure Aboriginal students are attending, engaged and achieving. Non-Aboriginal students both share and participate in learning Aboriginal history, culture and perspectives.

### What we did – strategies

- Engaged an Aboriginal SLSO to support the implementation of culturally based learning.
- Celebrated NAIDOC in collaboration with CEP Aboriginal educators; Aboriginal parents, grandparents and extended families; and Aboriginal cultural teachers.
- All staff participated in a three hour training session on understanding Aboriginal perspectives across curriculum (presented by State AECG).
- Conducted PLP processes for all students.
- Provided regular cultural lessons of story telling, writing and craft to K–2 classes.
- Engaged an Aboriginal Education Officer to work with boys in the *BroSpeak* program.; specifically teaching Didgeridoo.
- Facilitated the *BroSpeak* and *SistaSpeak* program.
- Successfully developed an Aboriginal Cultural Dance group that performed at several key event including the 2017 Newcastle City Council NAIDOC celebrations.
- Sang the National Anthem in Awabakal at the first *NRL Indigenous Round* at the Knights Stadium for the second year in a row.

### Achievements

- The school has an articulated LST Process that explicitly identifies the roles and responsibilities of both staff and community. PLPs are evidenced in all teacher programs and uploaded into SENTRAL
- PLPs have an academic focus that is aligned to both the Literacy and Numeracy Continuum.
- Parents/Carers are able to track student achievement on the SENTRAL Continuum Tracker.
- MGoals– Aboriginal Student SLSP process has been initiated. However, this is not in common use despite continued efforts to involve families.
- Parent/Carer feedback strongly indicated a desire to maintain SLSO support of students.
- The school has established a quality cultural dance group that, this year, was named *Gilpiyn*. The group, made up of students K–6 have been invited to perform at several key events including the DoE Gulawa awards and NCC NAIDOC celebrations.
- The *BroSpeak* boys of 2016 were included in the Gulawa performance under the direction of Alex Nean (AEO).

- Participation in the cultural dance group is sought after. There is an expectation of discipline, cooperation and respect. Students have demonstrated a clear understanding of these expectations and have accepted the benefits of this standard and the consequences for not observing those standards.
- All students have been exposed to Dreamtime stories and learned some of the Aboriginal symbols used in in story telling.
- Students have produced their own Message Stick stories.

### Future Direction

Listening to the voice of our Aboriginal parents, grandparents and extended family is important. Ensuring that their children are happy to come school, feel safe and know their achievements will be the direction for 2018.



### Multicultural and anti-racism education

Multicultural Education and Anti-racism at Plattsburg Public School all cultures are welcomed and supported within our school. Multiculturalism gives members of the cultures that are brought together a taste of what others have to offer. As people come together, different ideas are shared and others can learn things from cultures, things they would not have known about at all if there had not been more than one culture in their society.

Harmony Day is celebrated at Plattsburg Public School. Harmony Day celebrates Australia's cultural diversity. It's about inclusiveness, respect and a sense of belonging for everyone. It is a day for all Australians to embrace cultural diversity and to share what we have in common. The central message for Harmony Day is that 'everyone belongs', reinforcing the importance of inclusiveness to all Australians. As with previous years, families came into our school to share aspects of their culture which included dress, cuisine, geography, history and music.

### School Context

- 15 EAL/D students
- EAL/D teacher 5 days a week
- Bilingual SLSOs 3 days a week
- Two families enrolled at Plattsburg late 2016

- Four families came to Australia late 2016 and enrolled at Plattsburg early 2017
- One family enrolled at Plattsburg mid 2017

### Professional Development

Throughout 2017 executive staff member has attended EAL/D professional development. "Teaching Students from a Refugee Background" provided skills in understanding the diverse range of refugee experiences and their impact on students' learning and knowledge. Reflecting and liaising with the EAL/D teacher has led to the implementation of classroom programs and school programs.

After the completion of training both the Executive Staff member and EAL/D Teacher attended the "Teaching Students from a Refugee Background: Executive Teams" professional development. Plattsburg developed a presentation to highlight the initiatives we have undertaken at school.

### Colleague Presentations

Following the Executive Teams presentation the Executive Staff Member was contacted by Rebecca Stuart, Multicultural Education and Community Relations Adviser, Learning and Teaching Directorate, DEC to deliver another presentation as a "showcase" school at the "Opening the School Gate: Engaging Culturally and Linguistically Diverse Families." The presentation was delivered to a range of schools in the Newcastle and Hunter area who had received an increase in enrolments from families from an EAL/D background. Following the presentations Plattsburg were asked to forward on resources to the course coordinator for distribution to the cluster of schools as they were well received. The resources included the translated street signs from English to Arabic. The team teaching program and bilingual SLSO work was well received.

## Other school programs

### EAfS Instructional Leadership 2017

#### Background

The Early Action for Success strategy aims to improve students' performance through a targeted approach in the early years. In 2016 Plattsburg PS was allocated:

- A FTE dedicated Assistant Principal to drive the strategy with a Single focus on Numeracy.
- *Intervention support* of 0.7 to provide tiered interventions in numeracy.
- A grant to support the professional learning needs of staff in differentiating instruction and purchase of consumables

In 2017 Plattsburg PS was allocated a 0.8 Deputy Principal (DP) to drive the strategy with a focus on both Numeracy and Literacy. The school used Equity funding to supplement the 0.8 Deputy position with 0.2 teacher. The EAfS DP used this 0.2 allocation to support intensive interventions for targeted small groups. The 0.8 allocation was used by the EAfS DP to direct teaching, assessment, data capture and the subsequent reflection practices with teachers that facilitated professional learning explicitly around data analysis and the planning for individual and cohort learning.

#### What we did – Strategies

The EAfS DP:

- Worked collegially with the LAST to extend EAfS structures 3–6
- Scheduled regular data discussions (incorporated in stage meetings) in response to 5–weekly data
- Used PLAN statistical/class analysis reports to inform appropriate tiered intervention strategies and differentiation
- Developed and revised K–2 numeracy assessments to support CTJ in PLAN numeracy
- Managed SLSO phonics intervention for target students (Kinder/Year 1)
- Managed (with LAST) SLSO support and assessment in Fry's and PPS Comp Maths data (analysis of data provided to staff and executive)
- Mentored Year 3 staff in the use of DECPLAN and 5–weekly data tracking
- Worked with individual classes or across cohorts addressing student need in particular aspects (as indicated by 5–weekly data)
- Managed targeted intervention focus groups for identified students/classes, e.g. iPad focus groups and evidenced with pre and post data
- Worked with staff to address mismatches in assessment data, e.g. reading/comprehension, FNWS/BNWS mismatches

- Tracked familiar read levels using tiered colour-coding tracking system K–3 (extended through to 4–6 by LAST)
- Aligned comprehension achievement to PM levels
- Monitored student regressions and students who did not progress across the duration of 10 weeks (K–3)
- Led weekly K–2 writing groups for Tier 2 students addressing individual student writing goals (LAST 3–6 weekly writing groups)
- Developed a K–6 Powerview excel document (with LAST) to track students K–6 with data/graphing regularly discussed with staff at both K–2 and 3–6 stage meetings
- Timetabled teacher in-class support (K–6) in response to student assessment data
- Commenced staff professional learning in the new learning progressions
- Collaboratively developed and implemented PPS Comprehension 100 assessment program 1–6
- Worked with the LST coordinator to provide data/evidence for Learning Support Team meetings
- NAPLAN document analysis (with LAST and 3–6 teacher representative)

#### Findings

- 80% of K–2 staff identified working collegially with the EAfS DP as highly efficacious in the development of their ability to understand and cater to student needs.
- 20% of K–2 staff identified working collegially with the EAfS DP as moderately efficacious in the development of their ability to understand and cater to student needs.
- 80% of K–2 staff identified that data analysis assisted them to develop differentiated teaching.
- 75% of K–2 staff identified Data Analysis discussions on Comprehension with the EAfS DP as both highly efficacious and efficient.
- 25% of K–2 staff identified Data Analysis discussions on Comprehension with the EAfS DP as both moderately efficacious and efficient.
- 80% of K–2 staff identified the EAfS and LAST collaboration as highly efficacious and efficient; at the same time 75% of 3–6 staff also identified the EAfS and LAST collaboration as highly efficacious.
- There is now an appropriate gap between level of instruction (Reading) in class and formalised assessment – an indicator of CTJ.

2017 students achieving EAfS Literacy benchmarks:

- K – 46% (all students)
- K – 53% (Dis Con students not counted)
- (2017 Best Start Data indicates that, for matched students, 60.9% were working within or below 0)
- Yr 1 – 58% (all matched students)
- Yr 1 – 67% (Dis Con students not counted)
- Yr 1 – 69% (EAL/D & Dis Con students not counted)
- In 2016, 51% of the current Yr 1 cohort achieved the EAfS benchmark
- Yr 2 – 86% (all matched students)
- In 2016 68% of the current Y2 2 cohort achieved

### **Changes in systems and practices**

- Model of coaching and mentoring
- Model of collective purpose
- Capacity building of staff in numeracy assessment
- Quality and successful professional learning

### **Conclusion**

The Early Action for Success Deputy Principal (EAfS DP) has facilitated effective reflection practices K–2 that have supported staff to differentiate their teaching, effectively identify individual students that require tiered support and that has articulated evidence sets of achievement that inform reporting to parents. The development of a Comprehension strategy along with aligning comprehension achievement with PM Levels has created an appropriate gap and suggests that reading measures are more reliable and student progress is authentic.

### **Future Directions**

The EAfS DP position continue to be supplemented with 0.2 teacher in 2018. The 2018 focus continues to develop the:

- Comprehension strategy through tiered teaming – teacher/executive
- Build longitudinal data sets K–2 including Working Within 0
- Maintain LAST and EAfS teaming approach